

RtI Model of Student Servicing Process

Universal (Tier I)

Universal instruction includes:

- High quality instruction
 - Clearly identified learning targets
 - Formative assessment that drives instruction
 - Differentiation for multiple levels of learning
 - Screening for students who struggle and students who excel three times a year
 - A clearly defined set of behavioral expectations
 - Universal instruction on expected behaviors
 - Clear distinction between office vs. non-office referrals
 - Clear and consistent documentation of behavioral referrals
- Teams:
- Analyze the data from their screener
 - Discuss and support each other in best educational practices
 - Share strategies for classroom management
 - Share differentiated lessons

When a child is struggling universally:

- The instructor conferences with the student
- The instructor communicates with parents/guardians
- The instructor consults with previous teachers, additional school personnel or the special education case manager
- The instructor reviewed student's cumulative file
- Accommodates and differentiates for the student

Selected (Tier II)

Selected instruction includes:

- Delivery of research based academic interventions in small group
 - Monitoring of student progress every 4-6 weeks
 - Delivery of small group behavioral instruction
- Teams:
- Use results of screening data to determine who would benefit from diagnostic assessment
 - Determine students who would benefit from small group intervention
 - Assign students to intervention groups
 - Review progress monitoring charts

When a child is struggling:

- Discuss concerns a teacher is having with individual student
- Determine whether the student would benefit from formal interventions
- Determine whether a formal SST meeting should be organized

Targeted (Tier III)

Student Support Team (SST)

Targeted instruction includes

- A problem solving team meeting is organized and held
- An individual plan is developed including input from parent and child
- Individual interventions are delivered and progress is continually monitored

Teams:

- Team continually meets to review progress
- Student servicing team collects and analyzed progress using slope of progress (rate of progress) over time

When a child is struggling:

- A culturally responsive checklist has been consulted
- Parents are fully engaged with team and progress of child
- It has been proven that the child is not struggling due to a lack of instruction
- Team determines whether situation is a special education possibility or whether child will continuously need interventions